

## MICHIGAN EVEN START DATA COLLECTION INSTRUMENT GENERAL PROGRAM AND FAMILY INFORMATION

**Reporting Period: July 1, 2004 through January 30, 2005**

Report Due: February 25, 2005

Please send this report to:

Date this report was completed

Michigan Department of Education  
Office of Early Childhood Education & Family Services  
P.O. Box 30008  
Lansing, MI 48909  
Attn: Cheryl Najm

Name the two applicant partner organizations :

Which partner is the fiscal agent for your project?

What are the name, telephone and e-mail for the contact person completing this form?

1. In what month and year did your Even Start project **first** receive funding?

2. In what month and year did your project begin serving families?

3. What dollar amount is your project receiving for the funding ending with this reporting period (grant amount requested for this year)?

4. During the current reporting period, what is the **TOTAL NUMBER OF:**

a. families targeted for service (as identified in your application for funds OR amended by request and approved by the State)?

b. families enrolled (participating in all four components) in your program?

c. families served who continued from a previous reporting period?  
(note: 4c + 5a must = 4b)

d. families that have remained in the program (include families that are newly-enrolled and those that are continuing):

Less than 4 months		From 4 to 7 months	
From 7 to 12 months		More than 12 months, but less than 2 years	
More than 2 years			

Note: The total in 4d must equal 4b.

5. During the current reporting period, what is the **TOTAL NUMBER OF:**

a. families served that enrolled for the first time?

b. newly-enrolled adult participants?

c. newly-enrolled families with income at or below poverty level?

d. newly-enrolled adult participants without a high school diploma or GED?

e. newly-enrolled adult participants who have not gone beyond 9th grade?

6. During the current reporting period, what is the **TOTAL NUMBER OF:**

a. families that received services because of continuing eligibility despite completing the adult education component (graduation, GED, ESL)?  
(Do not count those families who were counted in 4b.)

b. adults who participated in services such as adult and parenting education as a transition activity prior to the birth of a child? (These adults may also be represented in 4b if enrolled at any point in this reporting period.)

c. those reported in 6b, how many subsequently enrolled (in all four components) and are reported in 5a above?

d. families who were still participating in either 6a or 6b at the end of reporting period?

e. families served who remain in the program at the end of this reporting period?

7. Please complete this chart to document the average number of hours of instruction per participant that were offered and the average number that reflects each participant's actual participation for each month. Include all instructional hours offered, including hours offered in home-based settings. Adult hours of participation can't be counted for BOTH "Adult" and "Parenting Education." When services are offered to adults and children jointly, split those hours and count toward early childhood for children as well as parent *or* adult education for the adult. This information is for the consolidated report that will be submitted to USED. Their instructions read, "Indicate the total hours per month a typical participant would be expected to spend in instruction in each service area (for example, the same class offered twice in one day would be counted once, since no participant would be expected to attend the same class twice). Include all instructional hours offered, including hours offered in home-based settings." Therefore, your average hours offered would take into account individual schedules and what is accessed by those individuals for each month. Thus, if in October you had an enrollment of ten adults,

- three of whom were offered GED prep in the home as their adult education, thus one hour/week x four weeks in a month (four hours/month x three participants = 12)
- three of whom were attending an adult education center that offered 20 hours of instruction/week (20 hours/week x four weeks/month x three participants = 240)

- four of whom were attending an alternative high school (six hours/day x five days/week x four weeks/month x four participants = 480)

Then you'd have  $12 + 240 + 480 = 732/10$  participants to show that the typical participant in your ES project would be able to access 73.2 hours/month of adult education instruction. Do the same when figuring participation hours!

	July '04	Aug	Sept	Oct	Nov	Dec	Jan '05
<b>ADULT EDUCATION:</b>							
Average hours offered							
Average hours participated							
<b>EARLY CHILDHOOD (0-2):</b>							
Average hours offered							
Average hours participated							
<b>EARLY CHILDHOOD (3-4)</b>							
Average hours offered							
Average hours participated							
<b>EARLY CHILDHOOD (<math>\geq 5</math>):*</b>							
Average hours offered							
Average hours participated							
<b>PARENTING EDUCATION:</b>							
Average hours offered							
Average hours participated							

\*Exclude compulsory education hours.

Note: Read “-” as “through”

8. What is the primary service delivery model for your Even Start services?

- a. Center-based ☐      b. Home-based ☐      c. Hybrid ☐

Brief description of your type of service delivery:

9. What is the total number of adult participants served in the current reporting period?

10. Of the total number of enrolled adult participants served in this reporting period, how many were working toward:

- a. High School Completion?
- b. GED Preparation?
- c. English as a Second Language?
- d. Adult Basic Education (ABE)?
- TOTAL

Note: each participant must be enrolled in one program. For those adults who began in one program and transitioned to another (e.g., completed ABE and now working on GED preparation), report only the current or most recent placement.

11. As of January 30, 2005, how many of the adult participants served during this reporting period are included in each of the following age and gender groups?

	Female	Male	
a. 15 and Under			g. Total School Age
b. Age 16-19			
c. Age 20-24			h. Total Non-School Age
d. Age 25-30			
e. Age 31-35			
f. 36 and over			

12. What is the number of adults in Even Start who:

	Enrolled Adults	Participating Adults
a. were not employed at the beginning of the reporting period?	<input type="text"/>	<input type="text"/>
b. obtained employment during the reporting period?	<input type="text"/>	<input type="text"/>
c. received career advancement during the reporting period?	<input type="text"/>	<input type="text"/>

Note: This may be a duplicated count; i.e., someone who obtained employment in August and got a promotion in December would count in both 12b and 12c.

13. Please complete this chart for the children in your program representing their current status:

<b>Age Group</b>	<b>Number receiving early education component as:</b>			
	<b>Home-based Service</b>	<b>Center-based Service</b>	<b>Both</b>	<b>TOTAL</b>
Birth to 3				
Over 3 years of age but less than school age				
Grade K-2				
<b>TOTAL NUMBER</b>				

**List value-added Even Start services provided for school-aged (K-2) children (e.g., after school tutoring, specific enrichment lessons for home instruction, specific interactive literacy activities designed for this age group).**

## MICHIGAN EVEN START DATA COLLECTION FORM

Important Note: To avoid miscalculation, fill in every box. Put a zero in any box for which that is the accurate number you are reporting. Enter N/A (Not Applicable) in any box that never applies to your program.

### **ADULT OUTCOMES**

***At the end of six months from program intake, 80 percent of the Even Start adult participants will demonstrate growth/change in all of the basic skill areas by pre- and post-test scores using TABE.*** (Assumption is that students are tested only on the subject matters in which they are enrolled. Include high school completion and GED students. If your project only has English as a Second Language students, put N/A in items 14-17 and 20; ESL students are reported in item 19.)

***Do not report for participants who have not participated for at least six months even if they did show change.***

14. a. indicate the number of adult participants enrolled during this reporting period who have participated in your program for at least six months.

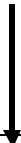
- b. indicate the number of persons identified in 14a who have demonstrated any growth/change, as indicated by use of TABE, in ALL basic skill areas in which they are enrolled.

***At the end of six months, a minimum of 50 percent of the adult participants will demonstrate a growth/change in one of the basic skill areas in which they have enrolled--reading, mathematics/numeracy, writing, problem solving, or language, by a minimum of 1.0 grade level as evidenced by pre- and post-test scores of the TABE. Local Even Start Projects will report to the Michigan Department of Education on each of the academic areas in which the adult participants have or are currently receiving instruction.***

15. The following chart records how much growth (“any” or “at least 1.0 grade level”) participants demonstrated according to how many skill areas they were enrolled in. Include all participants who have been enrolled. Complete the following chart by doing the following:

In the column at the left side of the chart, write the number of adult participants from 14a according to the skill areas in which they were enrolled during this reporting period.

Follow across each row and indicate how many skill areas each adult made any growth in and how many adults showed a growth of at least 1.0 grade level. *Those that made growth of at least 1.0 grade level should also be counted in the “any” growth category; i.e., will/may be a duplicated count.*

	Number of adult participants enrolled in:		Of the number listed for a through g, how many showed:															
			Any growth			At least 1.0 grade level			Any growth			At least 1.0 grade level			Any growth		At least 1.0 grade level	
			In One skill area:						In Two skill areas:						In Three skill areas:			
Enrolled in One Skill Area	a. reading only																	
	b. writing/ language only																	
	c. mathematics only																	
			R	W	M	R	W	M	R	W	M	R	W	M				
Enrolled in Two Skill Areas	d. reading and writing/language																	
	e. reading and mathematics																	
	f. writing/ language, and mathematics																	
			R	W	M	R	W	M	R	W	M	R	W	M				
Enrolled in Three Skill Areas	g. reading, writing/language, and mathematics																	
	TOTAL																	

Note: Refer to “Key” for example.

***Of the number of adult participants who have identified obtaining a high school diploma as their goal and who have been enrolled at least 15 weeks (or one semester) in Even Start, 65 percent will earn credit toward a diploma.***

16. Of the total number of EvenStart adult participants enrolled during this reporting period, how many:

- a. identified obtaining a high school diploma as a goal?
- b. listed in 16a have been enrolled at least 15 weeks (or one semester)?
- c. listed in 16b have earned credit toward a diploma?

Note: 16c is divided by 16b to determine the percentage for this indicator.

***Of the number of adult participants who have identified a high school diploma as their goal and have at least 75 percent of the credits necessary to graduate, 75 percent will receive their diploma within two years of enrollment in Even Start.***

17. Of the number of adult participants enrolled during this reporting period who have identified obtaining a high school diploma as a goal (16a), how many:

- a. had at least 75 percent of the credits necessary for a diploma at the beginning of this reporting period?
- b. of the adults listed in 17a, how many received a diploma during this reporting period?
- c. of the adult participants listed in 17b, how many received the diploma within two years of their enrollment in Even Start?

Note: 17c is divided by 17a to determine the percentage for this indicator.

***Of the number of adults who enter the Even Start program as English-as-a-Second Language (ESL) students, 100 percent will demonstrate a measurable gain in language skills within 120 instructional hours OR one year of instruction as measured by the BEST.***

- 18. a. for Even Start adults who are classified as ESL students, how many have completed 120 instructional hours OR one year of instruction in this reporting period?
- b. of the number of Even Start adults listed in 18a, how many demonstrated measurable gain as measured by BEST during this reporting period?

**Comments:**

***Of the number of adult participants who take an official GED test, 70 percent will earn a GED certificate within two years from the initial enrollment date.***

- 19. a. within the current reporting period, how many Even Start participants identified completion of a GED as an educational goal? (Report current or most recent placement.)
- b. of the number listed in item 19a, how many finished taking the GED tests during this reporting period?
- c. of the number of adults listed in 19b, how many earned their GED Certificate during this reporting period?
- d. of the number of adults in 19c, how many earned the GED Certificate within two years of their initial enrollment date?

- e. of the number of adults in 19c, how many have been enrolled more than two years?

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***In each program year, 50 percent of Even Start participants who completed the GED, earned a high school diploma, or achieved proficiency in the English language, will enter post secondary education, a job-training program, employment, the military or receive career advancement.***

20. What is the total number of adults enrolled during this reporting period in each of the following:

GED		ESL		High School Completion	
-----	--	-----	--	------------------------	--

21. Complete this chart by writing the number of adults who in this reporting period completed the GED, achieved proficiency in ESL or earned a high school diploma.

	Number of Adults:
Earned the GED	
Achieved ESL proficiency	
Earned a HS Diploma	
<b>TOTALS</b>	

**Follow-up questions to retrieve information on completers:**

**Local programs have the opportunity to provide additional follow-up information on the 2003-2004 completers.**

22. Write the total number of adults who were enrolled in GED, ESL, and high school completion during the 12-month period between **July 1, 2003 – June 30, 2004**. This number should agree with the numbers submitted in the previous reporting period Data Collection forms (Item 9 on page 9 of the final data form).

GED		ESL		High School Completion	
Total of the three					

23. Follow-up with any updated information through January 30, 2005. Write the number in each row of completing adults (use total number indicated in #22) who exercised options a-f within the 19-month period of July 1, 2003 – January 30, 2005). For adults who qualify in more than one category, select the one category that best describes the students' priorities.

**Note: Each adult should be counted only once by placing them in one category within a-g.**

			a.	b.	c.	d.	e.	f.	g.
	Number of adults:		Entered post-sec. education	Entered job training	Obtained employ- ment	Entered military	Received career advancement	Cont'd same job	Did not pursue a-f
Completed GED									
Achieved ESL proficiency									
Earned a HS Diploma (include those in Special Education w/IEP)									
<b>TOTALS</b>									

## MICHIGAN EVEN START DATA COLLECTION FORM

**IMPORTANT NOTE:** To avoid miscalculation for your status, fill in every box. Put a zero in any box for which that is the accurate number you are reporting. Enter N/A (Not Applicable) in any box where the question never applies to your program.

### CHILD OUTCOMES

***Eighty percent of children age birth to five participating in an Even Start program will score above the cut-off for the Ages and Stages Questionnaire (ASQ) in ALL of these domains: communication, cognitive, motor, self-help and socialization as measured with the ASQ interval (at or above the previous ASQ).***

24. How many children, age birth to 60 months: ***(Report each child only once. Do not count children who dropped prior to initial assessment.)***

- a. were enrolled in your Even Start program during the current reporting period?
- b. were old enough to be assessed (at least four months old) during this reporting period?
- c. listed in 24b, were assessed during the current reporting period?
- d. listed in 24c, scored above the cut-off for ASQ interval in communications, cognitive, motor, self-help AND socialization?

25. Find the number of children who did NOT score above the cut-off by subtracting 24c from 24d. Write that number here:

Of this number, how many were: ***(Count each child in any category that is appropriate.)***

- a. referred for further assessment?
- b. given targeted assistance in the area of concern?
- c. reassessed and were above the cutoff?

If 25a, 25b and 25c do NOT add up to Item 25 or more, please explain:

***Eighty percent of participating Even Start children will demonstrate increased interest in reading within one year as delineated in the “concepts of print” sub assessment of the Michigan Literacy Progress Profile (for children for whom this measure is appropriate).***

Note: Please include all three and four year olds.

26. a. of the participating Even Start children, how many showed appropriate signs of **readiness to be assessed** using “concepts of print” (a sub-assessment of the MLPP)?
- b. how many of the children listed in 26a demonstrated increased interest in reading within one year as delineated in the “concepts of print?”

***Eighty percent of participating Even Start children enrolled in Head Start, Early Childhood Special Education (formerly “PrePrimary Impaired”), Michigan School Readiness Program, Title I Preschool, or K-2 will exhibit a 90 percent attendance rate in their respective programs for that year. Excused absences count as attendance and include: Doctor’s note, notification of a reported absence (e.g., parent calls the program), and family issues such as death or funeral of a family member.***

27. How many participating Even Start children were enrolled in each of these programs:  
(*Can be counted in more than one program.*)

- a. Head Start
- b. Early Childhood Special Education (formerly PPI)
- c. Michigan School Readiness Program
- d. Title I Preschool
- e. K-2
- f. What is the total number of children participating in any of these programs?  
(**Count each child only once.**)

Note: The number in 27f will be less than the total of a-e if any children participated in more than one program.

***Comments related to Item 27 (Specifically address if age-appropriate children are not enrolled in the above programs, why not? Where are they receiving their quality early childhood education?):***

28. How many Even Start children participating in these programs demonstrated a 90 percent attendance rate in their respective programs during this program year? Include excused absences as attendance days.

- a. Head Start
- b. Early Childhood Special Education (formerly PPI)
- c. Michigan School Readiness Program
- d. Title I Preschool
- e. K-2
- f. what is the total number of children who had 90 percent attendance in any program? (no duplicate count)

***Ninety-five percent of participating Even Start children, who are school age, will be promoted to the next level (continuous progress levels or grade) each year.***

29. a. during the current school year, how many Even Start children were school aged (K-2)?

Note: This number should equal 27e. If number is different, explain in box below; e.g., child moved prior to promotion with no contact information.

- b. of the participating school-age children, how many were promoted to the next grade level?
- c. for 2004-2005 Even Start projects will be required to report on the number of children reading on grade level, based on the district/public school academy definition. If this data already is collected, please indicate the number of children in 29a who are reading on grade level.

Note: Grantees must be prepared to report on grade level reading ability in the end-of-year report due 7/22/05.

***Comments related to Items 28 and 29.***

## MICHIGAN EVEN START DATA COLLECTION FORM

Important Note: To avoid miscalculation, fill in every box. Put a zero in any box for which that is the accurate number you are reporting. Enter N/A (Not Applicable) in any box that never applies to your program.

### PARENTING AND PARENT/CHILD INTERACTIVE LITERACY OUTCOMES

*Fifty percent of parents participating in Even Start for at least six months will demonstrate a .30 gain in supporting children's learning in the home environment (Scale I) as indicated by the Parent Education Profile.*

30. Of the number of families reported in #4b of the General Program and Family Information Form, how many remained in the program sufficient time to obtain baseline data on the PEP?

31. Within the reporting period, how many families do you have baseline data on Scale I as indicated in the PEP?

Number of Families at					
	Level 1	Level 2	Level 3	Level 4	Level 5
Scale IA – Use of Literacy Materials					
Scale IB – Use of TV/Video					
Scale IC – Home Language & Learning					
Scale ID – Priority on Learning Together					
<b>TOTALS (The total of all columns should match #31 above)</b>					

*Fifty percent of parents participating in Even Start for at least six months will demonstrate a .30 gain in supporting interactive literacy (Scale II) as indicated by the Parent Education Profile.*

32. Within the reporting period, how many families do you have baseline data on Scale II as indicated in the PEP?

Number of Families at					
	Level 1	Level 2	Level 3	Level 4	Level 5
Scale IIE – Expressive & Receptive Language					
Scale IIF – Reading with Children					
Scale IIG – Supporting Book/Print Concepts					
<b>TOTALS (The total of all columns should match #32 above)</b>					

## MICHIGAN EVEN START DATA DEFINITIONS

### General Program Information

Reporting Period	Time during which data on families is being collected: July 1, 2004 through January 30, 2005.
Due Date	Date by which data must be submitted to the Department of Education, Office of Early Education and Family Services: February 25, 2005.
Participant	An adult who is not enrolled in any adult education component because of completing, but continues to be eligible to participate in the other three components. (Section 1236(b)(2))
Enrolled/ Enrollment	Completion of initial and/or continuing registration forms. Participating in all four components.

### Adult Outcomes

Program Intake	Completion of interview process and forms to determine eligibility and student's desire for program entry.
Adult Participant	A parent or parents who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this part, or who are attending secondary school. (Section 1236)
School-Age Adult	Adult participant under 20 years of age.
Non School-Age Adult	Adult participant 20 years of age and older.
Significant Learning Gain	Advance at least one grade level using TABE or 10 scale points using BEST pre-test and post-test assessments. If learning is sufficient to move a learner up this scale, a significant learning gain is recorded.
Basic Skill Area	Reading, language, and mathematics (numeracy and problem solving).
English as a Second Language (ESL)	A program of instruction designed to help students with limited English proficiency achieve competence in the English language. Includes English language skills (understanding, speaking, reading, and writing).
Proficiency in the English Language	Determined by test outcomes following instruction offered to individuals of limited English proficiency to achieve competence in the English language. Indicated by a level of 66+ on BEST and demonstrated competencies.
Career Advancement	Participant reported that due to the skills and/or credentials obtained in the Even Start program, he/she was able to get an increase in pay, a promotion, or a new job which was considered an advancement.
Below Ninth Grade	Completed (attended) through the 9 <sup>th</sup> grade or nine years of school if attended school in a different country.

### **Child Outcomes**

Participating in an ES Program	Qualified child of an enrolled and participating adult.
Increased Interest in Reading	Improvement in the ability to read on grade level or improvement in reading readiness, using “concepts of print” sub-assessment of the Michigan Literacy Progress Profile (MLPP).
Enrolled in Head Start	Registered and accepted as a qualified child.
Attendance Rate	Verified at an on site or with identified documentation of excused absence to count as a day of attendance.
Promoted to the Next Level	Successful completion of current school year placement with movement to the next grade or level at the end of the year.
Progress Levels or Grade	Measure used to indicate upward movement, as defined by the local school district.
School-Age Child	Child is five years of age on or before December 1 of current year.
Value-Added	A service that is offered by Even Start programs that is in addition to the services offered as part of the regular school/agency program.

## Key for Completing the Even Start 2004-2005 Interim Data Collection Forms

### General Program and Family Information

Item 1 – compare to MDE data

Item 2 – check this against former submissions to make sure it is correct

Item 3 – check this against the Grant Award Notification

Item 4a – check against the MEGS abstract, documentation in files

Item 4b – grantees will include all enrollees who participated during this period

Item 4c –  $4c + 5a = 4b$ ; also matches the 2003-2004 end of year report, Item 6c on General Program form

Item 4d – total must equal 4b

Item 5a – this number can not be greater than 4b of this form

Item 5b – greater than or equal to 5a

Item 5c – equal to or less than 5a

Item 5d – equal to or less than 5a

Item 5e – equal to or less than 5d

Item 6a – new entry, no comparison

Item 6b – new entry, no comparison

Item 6c – can not be greater than 5a of this form

Item 6d – can not be greater than  $6a + 6b$

Item 6e – equal to or less than 4b

Item 7 – check that the hours participated is not greater than hours offered. Based on knowledge of the program, check that the hours are monthly averages, not totals.

Item 8 – check that the model has not changed unless approved by MDE. Must include all four components in an integrated fashion.

Item 9 – must be equal to or greater than 4b

Item 10 – must be equal to item 9

Item 11 – total in both columns (a-f) must be equal to item 9.  $g + h$  must equal a-f

Item 12a – enrolled adults should be less than or equal to item 9

Item 12b – may not be greater than the number of adults enrolled, item 9, and should be less than or equal to 12a

Item 12c – may not be greater than the number of adults enrolled, item 9

Item 12 – participating adults may be greater than or equal to 6a and 6b

### Item 13

- check totals for columns and rows
- the total number of children must be equal to or greater than number of families enrolled, item 4b
- review the value-added services

### Adult Outcomes

Item 14a – must be less than or equal to item 9. This should be close to the number reported in 4d. N/A for those in ESL is ok.

Item 14b – must be equal to or less than 14a

### Item 15, Chart

Total of adult participants should total item 14a and be equal to or less than item 9. The “1.0 grade levels” section of the chart will be duplicated count of the “any growth” section. See example at the end of this key.

Item 16a – should be equal to item 10a

Item 16b – must be equal to or less than 16a

Item 16c – must be equal to or less than 16b

Item 17a – must be equal to or less than item 16a

Item 17b – must be equal to or less than item 17a

Item 17c – must be equal to or less than item 17b

Reviewers at the state level do not anticipate high percentages of participants to graduate during this interim reporting period.

Item 18a – must be equal to or less than item 10c

Item 18b – must be equal to or less than 18a

Item 19a – must be equal to or less than item 10b

Item 19b – equal to or less than 19a

Item 19c – equal to or less than 19b

Item 19d – equal to or less than 19c

Item 19e – combined with 19d should equal 19c

Item 20 – total of the three should be equal to item 10a-c

GED number should be equal to 10b

ESL number should be equal to 10c

High School Completion number should be equal to 10a

### Item 21

earned GED is equal to 20c

achieved ESL proficiency – this is the only place we ask this

earned a HS Diploma is equal to item 17b

Item 22 – compare with last year’s final data form: MDE staff, check spreadsheet

Item 23 - Column 1 total should match the data in item 21. Each row should equal the total identified in the first column.

### Child Outcomes

Item 24a – should be equal to or less than the total on the chart, item 13

Item 24b – less than or equal to 24a

Item 24c – less than or equal to 24b (chart for item 13 will give insight into numbers reported here)

Item 24d – less than or equal to 24c

Item 25 –  $24c - 24d = \text{item 25}$

Item 25a – less than or equal to the number found to score below the cut

Item 25b – less than or equal to the number found to score below the cut

Item 25c – less than or equal to the number found to score below the cut

Try to make sure that all of the children that scored below the cut are accounted for.

Item 26a – this number should be compared with item 13 chart. The number reported here should be close to the total of three year – K children in the chart. Some K-2 children might also be represented.

Item 26b – equal to or less than 26a. (Most likely this will be a very low number at this interim report period.)

Item 27a – d – should be equal to or less than (but close to) the total on item 13 chart “three years, less than school age”

Item 27e - should be equal to total for school age, chart item 13

Item 27f – can not be greater than the children listed in item 27a-e

Item 28a – should be equal to or less than 27a

Item 28b – should be equal to or less than 27b

Item 28c – should be equal to or less than 27c

Item 28d – should be equal to or less than 27d

Item 28d – should be equal to or less than 27e

Item 28f – should be equal to or less than 27f (because of the request for unduplicated, it is possible to be less than a – e)

Item 29a – equal to item 13, chart and 27e

Item 29b – equal to or less than 29a; at this interim report, likely to be zero

Item 29c – this is an optional question, please comment at the bottom of the page

### Parenting and Parent/Child Interactive Literacy Outcomes

Item 30 – minimum of at least 20 families must be reported

Item 31 – equal to or less than item 30 (Scale I, a-d). Total of Scale I chart columns must equal item 31

Item 32 – equal to or less than item 30 (Scale II, e-g). Total of Scale II chart columns must equal item 32

Item 15: Example of a class of 12, two of whom have only had the baseline assessment because of enrolling in October:

Joe (J) has been working in all three skill areas for seven months. His TABE showed that he grew in all three, but he only had 1.0 grade level change in reading.

Susie (S) has been working in math and reading. She had 1.0 grade level in both.

Sharon (Sh) has been working in all three skill areas. She grew in reading and writing/language, but had no area in which she had 1.0 grade level change.

Max (M) has been working on his math and reading and has achieved 1.0 grade level change in math, but only some growth in reading.

Becky (B) has been working in all three skill areas and has shown growth in reading.

Diana (D) has been working in all three skill areas, has achieved 1.0 grade level growth in all three.


Esther (E) has been working in math and writing/language, has 1.0 grade level growth in both.

Amanda (A) has been working on her math only. Her assessment shows growth, but not significant growth.

Carly (C) works in all three skill areas, her strength is in mathematics (3.0 grade level change), while she showed no growth in writing, but some growth in reading.

Katelyn (K) is studying in all skill areas, with significant growth in all three.

Number of adult participants enrolled in:		Of the number listed for a through g, how many showed:															
		Any growth			At least 1.0 grade level			Any growth			At least 1.0 grade level			Any growth		At least 1.0 grade level	
		In One skill area:						In Two skill areas:						In Three skill areas:			
a. reading only																	
b. writing/ language only																	
c. mathematics only	A	A															
		R	W	M	R	W	M	R	W	M	R	W	M				
d. reading and writing/language																	
e. reading and mathematics	S M							S M		S M	S		S M				
f. writing/ language, and mathematics	E								E	E		E	E				
		R	W	M	R	W	M	R	W	M	R	W	M				
g. reading, writing/language, and mathematics	J Sh B D C K	B			J			Sh C	Sh	C			C	J D K		D K	

Number of adult participants enrolled in:		Of the number listed for a through g, how many showed:															
		Any growth			At least 1.0 grade level			Any growth			At least 1.0 grade level			Any growth		At least 1.0 grade level	
		In One skill area:						In Two skill areas:						In Three skill areas:			
a. reading only																	
b. writing/ language only																	
c. mathematics only	1	1															
		R	W	M	R	W	M	R	W	M	R	W	M				
d. reading and writing/language																	
e. reading and mathematics	2							2		2	1		2				
f. writing/ language, and mathematics	1								1	1		1	1				
		R	W	M	R	W	M	R	W	M	R	W	M				
g. reading, writing/language, and mathematics	6	1			1			2	1	1			1	3		2	
TOTAL	10	1		1	1			4	2	4	1	1	4	3		2	

In calculating the percentages based on this group of people,

Ten of the twelve were enrolled for at least six months and thus were reported in 1a. Ten becomes the denominator for the figuring of all percentages. Based on the one enrolled in one skill area having growth, two of the two enrolled in reading and math having growth, the one in writing/language and math having growth, and three of the six enrolled in three skill areas, this project would report that seven of the participants had growth, the number that would appear in 1b.

To determine whether 80 percent of the students demonstrated growth/change in all of the areas in which they are enrolled, refer back to item 1b. Divide 1b by 1a. Seven divided by ten is .70. This project did not fully meet this indicator.

To determine if a minimum of 50 percent of the participants had significant growth, the chart indicates that zero of one enrolled in one skill area, one of two in reading and math, one of one in writing/language and math, and two of the six in three skill areas. Total achieving significant gain in all the areas in which they participate is four. Four divided by ten is .4. This project thus did not meet this indicator.

The State has to report out to the federal government what percentage of adults showed significant gain in reading and mathematics. If this class was the universe of participants in Michigan's Even Start, the report would show:

Mathematics – 60 percent (six of the ten); Reading – 50 percent (four of the eight working in reading)